

EVEN START GRANT APPLICATION
RUBRIC SCORING DOCUMENT
DEPARTMENT OF PUBLIC INSTRUCTION

PART I – GENERAL INFORMATION – (see Grant Announcement Document page 6)

The Even Start Site/LEA will include contact information and grant information, which should include the following:

- Even Start project title
- LEA contact information
- Authorized representative
- Even Start site contact information
- Primary co-applicant contact information
- Application year
- Federal funds
- In-kind funds
- Signatures
- Fiscal agent identified

PART II – PROGRAM ABSTRACT – (see Grant Announcement Document page 6)

The applying applicant shall include a program abstract outlining the following:

- Major program components identified
- Relationships with other agencies
- Target population
- Major goals of the program
- Strategies for family participation

Select appropriate priorities pertaining to Even Start project.

PART III – NEEDS ASSESSMENT – (see Grant Announcement Document page 7)

The district/school will conduct a needs assessment of Reading and Math that indicates areas of learning that need enhancement.

<ul style="list-style-type: none"> • Program demographics are described 	4 Advanced: 3 Proficient: 2 Partially Proficient: 1 Non-Proficient: 0 No response	Demographics are described using specific data from multiple sources including information on sub-populations. Demographics are thoroughly described using data from multiple sources. Demographics are described using data from few sources. Demographics are briefly described but data sources are not noted.
<ul style="list-style-type: none"> • Title I information is provided 	4 Advanced: 3 Proficient: 2 Partially Proficient: 1 Non-Proficient: 0 No response	Both the percentage of students in Title I, Part A and districts/schools to be served are identified and described. Both the percentage of students in Title I, Part A and districts/schools to be served are identified but are not described. Either the percentage of students in Title I, Part A or districts/schools to be served are identified, but not both. Neither the percentage of students in Title I, Part A or districts/schools to be served are identified but brief description is given.

PART III – NEEDS ASSESSMENT (continued) – (see Grant Announcement Document page 7)

<ul style="list-style-type: none"> • Description of population to be served 	<p>4 Advanced: 3 Proficient: 2 Partially Proficient: 1 Non-Proficient: 0 No response</p>	<p>Identifies more than 4 different descriptions based on data. Identifies at least 3 different descriptions based on data. Identifies at least 1-2 different descriptions based on data. No evidence that the description of the population is based on data.</p>
<ul style="list-style-type: none"> • Description of the need of a program like Even Start 	<p>4 Advanced: 3 Proficient: 2 Partially Proficient: 1 Non-Proficient: 0 No response</p>	<p>Evidence is provided that there are currently no services similar to Even Start in the area. Evidence is provided that there are services similar to Even Start in the area but participants are on waiting lists. Evidence is provided that services similar to Even Start exist in the area but are not meeting the participants needs. Evidence is provided that services similar to Even Start exist in the area and are currently meeting all of the participant needs.</p>
<ul style="list-style-type: none"> • Estimate number of participants 	<p>4 Advanced: 3 Proficient: 2 Partially Proficient: 1 Non-Proficient: 0 No response</p>	<p>Estimates are given and disaggregated for all of the areas specified (estimated numbers for: families, total adults, adults over 20, teen parents, total children, children 0-2, 3-5, 6-8, over 8). Age range of children to be served is identified. Estimates are given and disaggregated for at least 7 of the areas specified (estimated numbers for: families, total adults, adults over 20, teen parents, total children, children 0-2, 3-5, 6-8, over 8). Age range of children to be served is identified. Estimates are given and disaggregated for at least 5 of the areas specified. (estimated numbers for: families, total adults, adults over 20, teen parents, total children, children 0-2, 3-5, 6-8, over 8). Age range of children to be served is identified. Estimates are given and disaggregated for 1-3 of the areas specified. (estimated numbers for: families, total adults, adults over 20, teen parents, total children, children 0-2, 3-5, 6-8, over 8). Age range of children to be served is not identified.</p>

Part IV – FIFTEEN REQUIRED COMPONENTS – (see Grant Announcement Document pages 8-12)

<ul style="list-style-type: none"> • Identification and recruitment of families 	<p>4 Advanced: 3 Proficient: 2 Partially Proficient: 1 Non-Proficient: 0 No response</p>	<p>3 or more methods of recruitment are identified. The process to determine family most in need is thoroughly described. The policy of selection criteria and the selection process is included and described. 3 or more methods of recruitment are identified. The process to identify families most in need is briefly described. Policy of selection criteria and selection process is briefly described. 2 or more methods of recruitment are identified. The process to identify families most in need is briefly described. No policy for selection criteria or selection process is identified. Only 1 method of recruitment is identified. The process to determine families most in need is briefly addressed. No policy for selection criteria or selection process is identified.</p>
--	--	---

Part IV – FIFTEEN REQUIRED COMPONENTS (continued) – (see Grant Announcement Document pages 8-12)

<ul style="list-style-type: none"> • Screening and preparation of participants 	<p>4 Advanced:</p> <p>3 Proficient:</p> <p>2 Partially Proficient:</p> <p>1 Non-Proficient:</p> <p>0 No response</p>	<p>A thorough screening process is described. All participants (adults and children) are assessed to ensure eligibility. Participants are fully prepared and made aware of expectations of Even Start.</p> <p>Process of screening is described. Either adults or children are assessed to ensure participant eligibility. Participants are made aware of Even Start expectations.</p> <p>Process of screening is briefly described. Assessment of participants is not conducted to ensure participant eligibility. Participants are briefly exposed to Even Start expectations.</p> <p>Only the screening process or participant expectations are described. No assessment is conducted to ensure participant eligibility.</p>
<ul style="list-style-type: none"> • Flexible scheduling and support 	<p>4 Advanced:</p> <p>3 Proficient:</p> <p>2 Partially Proficient:</p> <p>1 Non-Proficient:</p> <p>0 No response</p>	<p>Evidence is provided that the program offers flexibility to meet the needs of each of its participants.</p> <p>Evidence is provided that the program offers flexibility to meet the needs of the majority of its participants.</p> <p>The program offers some flexibility in scheduling and support services.</p> <p>The program offers no flexibility in scheduling and support services.</p>
<ul style="list-style-type: none"> • High quality intensive instruction <ul style="list-style-type: none"> ○ Early Childhood 	<p>4 Advanced:</p> <p>3 Proficient:</p> <p>2 Partially Proficient:</p> <p>1 Non-Proficient:</p> <p>0 No response</p>	<p>Program offers 80 or more hours per month. Program is developmentally appropriate and prepares children for academic and social success and is supported by research.</p> <p>Program offers 60 or more hours per month. Description of program appears to be developmentally appropriate. Program promotes academic and social success for children.</p> <p>Program offers 30 or more hours per month. Some description of how program is developmentally appropriate or how it promotes social and academic success for children, but not both.</p> <p>Program offers 30 or fewer hours per month. Minimal description is provided on how program is developmentally appropriate or how it promotes social and academic success for children, but not both.</p>
<ul style="list-style-type: none"> • High quality intensive instruction <ul style="list-style-type: none"> ○ Adult Literacy 	<p>4 Advanced:</p> <p>3 Proficient:</p> <p>2 Partially Proficient:</p> <p>1 Non-Proficient:</p> <p>0 No response</p>	<p>Program offers 48 hours or more per month. Program is supported by research to be high quality and intensive. Program promotes adult literacy.</p> <p>Program offers 36 hours or more per month. Description of program appears to be high quality and intensive while promoting adult literacy.</p> <p>Program offers 18 hours or more per month. Some description of the quality and intensity of program is provided. Program supports adult literacy.</p> <p>Program offers 18 or fewer hours of instruction per month. Minimal description of quality and intensity of program is provided. Program minimally supports adult literacy.</p>

Part IV – FIFTEEN REQUIRED COMPONENTS (continued) – (see Grant Announcement Document pages 8-12)

<ul style="list-style-type: none"> • High quality intensive instruction <ul style="list-style-type: none"> ○ Parent Education 	<p>4 Advanced:</p> <p>3 Proficient:</p> <p>2 Partially Proficient:</p> <p>1 Non-Proficient:</p> <p>0 No response</p>	<p>Program offers 24 hours or more per month. Program is supported by research to be intensive and empowers parents.</p> <p>Program offers 18 hours or more per month. Program appears to be intensive and empowers parents.</p> <p>Program offers nine or more hours per month. Program has moderate intensity.</p> <p>Program offers nine or fewer hours per month. Program demonstrates little/no intensity.</p>
<ul style="list-style-type: none"> • High quality intensive instruction <ul style="list-style-type: none"> ○ Parent and Child Time 	<p>4 Advanced:</p> <p>3 Proficient:</p> <p>2 Partially Proficient:</p> <p>1 Non-Proficient:</p> <p>0 No response</p>	<p>Program offers 20 or more hours per month. Program component is supported by research to support parents and children.</p> <p>Program offers 10 or more hours per month. Program supports success of both parents and students.</p> <p>Program offers 5 or more hours per month. Some support is given to parents and students.</p> <p>Program offers 5 or fewer hours per month. No support is given to parents or students.</p>
<ul style="list-style-type: none"> • Staff qualifications 	<p>4 Advanced:</p> <p>3 Proficient:</p> <p>2 Partially Proficient:</p> <p>1 Non-Proficient:</p> <p>0 No response</p>	<p>All staff (100%) providing academic instruction has an Associates Degree, Bachelors Degree or higher in an educational field or high school diploma for paraprofessionals. Staff qualifications chart is completed. Position descriptions are attached.</p> <p>Most staff (80%) providing academic instruction has Associates Degree, Bachelors Degree or higher in an educational field or high school diploma for paraprofessionals. Staff qualifications chart is completed. Position descriptions are attached.</p> <p>Some staff (30%) or more providing academic instruction have Associates Degree, Bachelors Degree or higher degree in educational field. Paraprofessionals have high school diploma. Either staff qualifications chart or position descriptions are attached, but not both.</p> <p>Few staff (30%) or fewer providing academic instruction have Associates Degree, Bachelors Degree or higher degree in educational field. Paraprofessionals do not must have high school diploma. Either staff qualifications chart or positions are attached, but not both.</p>
<ul style="list-style-type: none"> • Staff training 	<p>4 Advanced:</p> <p>3 Proficient:</p> <p>2 Partially Proficient:</p> <p>1 Non-Proficient:</p> <p>0 No response</p>	<p>Program participates in continuous training/professional development to ensure that all staff have the skills necessary to work with participants. Program also includes collaborating agencies with this training.</p> <p>Program participates in some training opportunities and professional development for staff. Program invites collaborating agencies to these trainings as well.</p> <p>Program participates in few training and professional development opportunities. Collaborating agencies are not made aware of training/professional development opportunities.</p> <p>Program and/or collaborating agencies do not participate in training or professional development opportunities.</p>

Part IV – FIFTEEN REQUIRED COMPONENTS (continued) – (see Grant Announcement Document pages 8-12)

<ul style="list-style-type: none"> • Home-based instruction 	<p>4 Advanced: 3 Proficient: 2 Partially Proficient: 1 Non-Proficient: 0 No response</p>	<p>Home visits are frequent, prearranged, planned, and regularly scheduled. Home visit instruction is outlined by objectives and strategies and are monitored against these. Home visits meet participants needs.</p> <p>Home visits are prearranged, planned, and regularly scheduled. Home visits are monitored and documented regularly. Home visits meet participants needs.</p> <p>Home visits are prearranged, planned, and regularly scheduled. Home visits meet participants needs.</p> <p>Home visits are conducted minimally and do not fully meet the needs or participants.</p>
<ul style="list-style-type: none"> • Year-round services 	<p>4 Advanced: 3 Proficient: 2 Partially Proficient: 1 Non-Proficient: 0 No response</p>	<p>Program offers 3 or more Even Start components (parenting ed, adult ed, early childhood ed, PACT, or home visits) for the majority of the summer.</p> <p>Program offers 2 or more Even Start components (parenting ed, adult ed, early childhood ed, PACT, or home visits) for at least 6 weeks of summer.</p> <p>Program offers two or more Even Start components (parenting ed, adult ed, early childhood ed, PACT, or home visits) for at least 4 weeks of summer.</p> <p>Program offers 1 or fewer Even Start components (parenting ed, adult ed, early childhood ed, PACT, or home visits) for 4 or fewer weeks of the summer.</p>
<ul style="list-style-type: none"> • Coordination with other programs 	<p>4 Advanced: 3 Proficient: 2 Partially Proficient: 1 Non-Proficient: 0 No response</p>	<p>Program coordinates with 10 or more state, federal, and/or local service agencies to provide assistance to its participants. 2 collaborators or more are responsible for 2 entire program components.</p> <p>Program coordinates with 7 or more state, federal, and/or local service agencies to provide assistance to its participants. 1 collaborator is responsible for an entire program component.</p> <p>Program coordinates with 4 or more state, federal and/or local service agencies to provide assistance to its participants. 1 collaborator is responsible for an entire program component.</p> <p>Program coordinates with 4 or fewer state, federal, and/or local service agencies to provide assistance to its participants. The Even Start program is responsible for implementing <u>all</u> of the program components.</p>
<ul style="list-style-type: none"> • Scientifically-based reading research 	<p>4 Advanced: 3 Proficient: 2 Partially Proficient: 1 Non-Proficient: 0 No response</p>	<p>The program has utilized and documented the latest scientifically-based research to guide components of the program. The research supports the needs identified in the needs assessment.</p> <p>There is a clear presentation of research that supports all of the strategies chosen to instruct the program components.</p> <p>The strategies chosen will strengthen each program component and help participants meet their Even Start goals. However, little research was provided.</p> <p>The strategies chosen are <u>not</u> based on scientifically-based research and are <u>not</u> focused to ensure participants meet program goals.</p>

Part IV – FIFTEEN REQUIRED COMPONENTS (continued) – (see Grant Announcement Document pages 8-12)

<ul style="list-style-type: none"> Attendance and retention 	<p>4 Advanced:</p> <p>3 Proficient:</p> <p>2 Partially Proficient:</p> <p>1 Non-Proficient:</p> <p>0 No response</p>	<p>Project ensures attendance and retention through establishing goals with participants. Participants are actively involved in setting their goals. Program has an established policy to determine reasonable attendance.</p> <p>Project addresses attendance and retention through establishing goals with participants. Program has established policy to determine reasonable attendance.</p> <p>Project has general goals for each of its participants. Goals are reviewed with participants. Program has a “rule of thumb” regarding reasonable attendance but no policy is in place.</p> <p>Project does not address goals for its participants or participants have no knowledge of existing goals. There is no policy or amount identified for reasonable attendance.</p>
<ul style="list-style-type: none"> Reading readiness activities 	<p>4 Advanced:</p> <p>3 Proficient:</p> <p>2 Partially Proficient:</p> <p>1 Non-Proficient:</p> <p>0 No response</p>	<p>Activities for children participating in early childhood component are focused on reading and based on scientifically-based research (SBR). Research sources are cited and evidence is given to support program.</p> <p>Activities for children participating in early childhood component focused on reading and are based on SBR but no research sources are cited.</p> <p>Activities for children participating in early childhood component are not supported by SBR but are focused on reading.</p> <p>Activities for children participating in early childhood component do not focus on reading and are not supported by SBR.</p>
<ul style="list-style-type: none"> Continuity of services 	<p>4 Advanced:</p> <p>3 Proficient:</p> <p>2 Partially Proficient:</p> <p>1 Non-Proficient:</p> <p>0 No response</p>	<p>Family literacy services are uninterrupted and continuous as participants transfer from Even Start into new educational settings. Participants are encouraged to remain in the program until child is age 9.</p> <p>Family literacy services are uninterrupted and continuous as participants transfer from Even Start into new educational settings. Participants are encouraged to remain in program until transition is complete and stable.</p> <p>Family literacy services are continuous as participants transfer from Even Start into new educational settings. No encouragement is made for participants to remain in the program.</p> <p>Little to no family literacy services are provided for participants when a transfer is made from Even Start to new educational settings. Participants are not given the option to remain in program.</p>
<ul style="list-style-type: none"> Services to families most in need 	<p>4 Advanced:</p> <p>3 Proficient:</p> <p>2 Partially Proficient:</p> <p>1 Non-Proficient:</p> <p>0 No response</p>	<p>Program describes in detail the process established that the program will use to ensure only families most in need of Even Start services are being served. This includes a process used to dismiss those participants not fully participating in Even Start.</p> <p>Program describes the established process used to ensure families most in need of Even Start services are being served.</p> <p>Program briefly describes the process used to ensure only families most in need of Even Start services are being served.</p> <p>Program does not have a process to identify families most in need of Even Start services.</p>

<ul style="list-style-type: none"> Local Independent evaluation 	See Part VIII	
--	---------------	--

Part V – PLAN OF OPERATION AND CONTINUOUS IMPROVEMENT – (see Grant Announcement Document page 12)

<ul style="list-style-type: none"> Goal 1, Objective 1 	<p>4 Advanced:</p> <p>3 Proficient:</p> <p>2 Partially Proficient:</p> <p>1 Non-Proficient:</p> <p>0 No response</p>	<p>Program includes high quality activities for participants such that their literacy and life skills will improve. All activities include strategies for enrollment retention, advancing in school or toward GED, retention and success in secondary ed, employment screening, GED/diploma equivalency. An evaluation method, person/party responsible, and timeline are identified for all activities.</p> <p>Program includes activities for participants such that their literacy and life skills will improve. The majority of the activities align with the indicators. An evaluation method, person/party responsible, and timeline are identified for the majority of the activities.</p> <p>Program includes core activities such that their literacy and life skills may improve. Some activities align with the indicators. Either evaluation method, person/party responsible, and timeline are included.</p> <p>Program includes little to no activities that will improve literacy and life skills. The evaluation method, person/party responsible, and timeline are not included.</p>
<ul style="list-style-type: none"> Goal 1, Objective 2 	<p>4 Advanced:</p> <p>3 Proficient:</p> <p>2 Partially Proficient:</p> <p>1 Non-Proficient:</p> <p>0 No response</p>	<p>Program includes high quality activities for children to improve reading skills. All activities focus on improving literacy skills, promote good attendance, and academic promotion. An evaluation method, person/party responsible, and timeline are identified for all activities.</p> <p>Program includes activities for children to improve reading skills. The majority of the activities focus on improving literacy skills, promote good attendance, and academic promotion. An evaluation method, person/party responsible, and timeline are identified for all activities.</p> <p>Program includes some activities for children to improve reading skills. The activities focus on improving literacy skills, promote good attendance, and academic promotion. Either evaluation method, person/party responsible, and timeline are identified for some activities.</p> <p>Program includes little to no activities that will improve reading skills. The evaluation method, person/party responsible, and timeline are not included.</p>
<ul style="list-style-type: none"> Goal 2 – Regular attendance 	<p>4 Advanced:</p> <p>3 Proficient:</p> <p>2 Partially Proficient:</p> <p>1 Non-Proficient:</p> <p>0 No response</p>	<p>The goal is very clear and attainable. The objective identifies a specific direction in which project will go. The indicator(s) are clear and measurable. The activities clearly relate to the goal.</p> <p>The goal is attainable and somewhat clear. The objective identifies some direction for the project. The indicator(s) are somewhat clear and measurable. The activities somewhat relate to the goal.</p> <p>The goal is not very clear. The objective identifies little direction for the project. The indicator(s) are clear but not measurable. The activities are minimally aligned to the goal.</p> <p>The goal is not clear. The objective does not identify direction for the project. The indicator(s) are not clear or measurable. The activities are not aligned to the goal.</p>

<ul style="list-style-type: none"> • Goal 3 – Duration of stay 	<p>4 Advanced:</p> <p>3 Proficient:</p> <p>2 Partially Proficient:</p> <p>1 Non-Proficient:</p> <p>0 No response</p>	<p>The goal is very clear and attainable. The objective identifies a specific direction in which project will go. The indicator(s) are clear and measurable. The activities clearly relate to the goal.</p> <p>The goal is attainable and somewhat clear. The objective identifies some direction for the project. The indicator(s) are somewhat clear and measurable. The activities somewhat relate to the goal.</p> <p>The goal is not very clear. The objective identifies little direction for the project. The indicator(s) are clear but not measurable. The activities are minimally aligned to the goal.</p> <p>The goal is not clear. The objective does not identify direction for the project. The indicator(s) are not clear or measurable. The activities are not aligned to the goal.</p>
<ul style="list-style-type: none"> • Goal 4 – Recruitment of families 	<p>4 Advanced:</p> <p>3 Proficient:</p> <p>2 Partially Proficient:</p> <p>1 Non-Proficient:</p> <p>0 No response</p>	<p>The goal is very clear and attainable. The objective identifies a specific direction in which project will go. The indicator(s) are clear and measurable. The activities clearly relate to the goal.</p> <p>The goal is attainable and somewhat clear. The objective identifies some direction for the project. The indicator(s) are somewhat clear and measurable. The activities somewhat relate to the goal.</p> <p>The goal is not very clear. The objective identifies little direction for the project. The indicator(s) are clear but not measurable. The activities are minimally aligned to the goal.</p> <p>The goal is not clear. The objective does not identify direction for the project. The indicator(s) are not clear or measurable. The activities are not aligned to the goal.</p>
<ul style="list-style-type: none"> • Goal 5 – Support services 	<p>4 Advanced:</p> <p>3 Proficient:</p> <p>2 Partially Proficient:</p> <p>1 Non-Proficient:</p> <p>0 No response</p>	<p>The goal is very clear and attainable. The objective identifies a specific direction in which project will go. The indicator(s) are clear and measurable. The activities clearly relate to the goal.</p> <p>The goal is attainable and somewhat clear. The objective identifies some direction for the project. The indicator(s) are somewhat clear and measurable. The activities somewhat relate to the goal.</p> <p>The goal is not very clear. The objective identifies little direction for the project. The indicator(s) are clear but not measurable. The activities are minimally aligned to the goal.</p> <p>The goal is not clear. The objective does not identify direction for the project. The indicator(s) are not clear or measurable. The activities are not aligned to the goal.</p>

<ul style="list-style-type: none"> • Goal 6 – Program management 	<p>4 Advanced:</p> <p>3 Proficient:</p> <p>2 Partially Proficient:</p> <p>1 Non-Proficient:</p> <p>0 No response</p>	<p>The goal is very clear and attainable. The objective identifies a specific direction in which project will go. The indicator(s) are clear and measurable. The activities clearly relate to the goal.</p> <p>The goal is attainable and somewhat clear. The objective identifies some direction for the project. The indicator(s) are somewhat clear and measurable. The activities somewhat relate to the goal.</p> <p>The goal is not very clear. The objective identifies little direction for the project. The indicator(s) are clear but not measurable. The activities are minimally aligned to the goal.</p> <p>The goal is not clear. The objective does not identify direction for the project. The indicator(s) are not clear or measurable. The activities are not aligned to the goal.</p>
<ul style="list-style-type: none"> • Goal 7 (optional) 	<p>4 Advanced:</p> <p>3 Proficient:</p> <p>2 Partially Proficient:</p> <p>1 Non-Proficient:</p> <p>0 No response</p>	<p>The goal is very clear and attainable. The objective identifies a specific direction in which project will go. The indicator(s) are clear and measurable. The activities clearly relate to the goal.</p> <p>The goal is attainable and somewhat clear. The objective identifies some direction for the project. The indicator(s) are somewhat clear and measurable. The activities somewhat relate to the goal.</p> <p>The goal is not very clear. The objective identifies little direction for the project. The indicator(s) are clear but not measurable. The activities are minimally aligned to the goal.</p> <p>The goal is not clear. The objective does not identify direction for the project. The indicator(s) are not clear or measurable. The activities are not aligned to the goal.</p>
<ul style="list-style-type: none"> • Goal 8 (optional) 	<p>4 Advanced:</p> <p>3 Proficient:</p> <p>2 Partially Proficient:</p> <p>1 Non-Proficient:</p> <p>0 No response</p>	<p>The goal is very clear and attainable. The objective identifies a specific direction in which project will go. The indicator(s) are clear and measurable. The activities clearly relate to the goal.</p> <p>The goal is attainable and somewhat clear. The objective identifies some direction for the project. The indicator(s) are somewhat clear and measurable. The activities somewhat relate to the goal.</p> <p>The goal is not very clear. The objective identifies little direction for the project. The indicator(s) are clear but not measurable. The activities are minimally aligned to the goal.</p> <p>The goal is not clear. The objective does not identify direction for the project. The indicator(s) are not clear or measurable. The activities are not aligned to the goal.</p>

Part V – PLAN OF OPERATION AND CONTINUOUS IMPROVEMENT (continued) – (see Grant Announcement Document page 12)

<ul style="list-style-type: none"> • Goal 9 (optional) 	4 Advanced:	The goal is very clear and attainable. The objective identifies a specific direction in which project will go. The indicator(s) are clear and measurable. The activities clearly relate to the goal.
	3 Proficient:	The goal is attainable and somewhat clear. The objective identifies some direction for the project. The indicator(s) are somewhat clear and measurable. The activities somewhat relate to the goal.
	2 Partially Proficient:	The goal is not very clear. The objective identifies little direction for the project. The indicator(s) are clear but not measurable. The activities are minimally aligned to the goal.
	1 Non-Proficient:	The goal is not clear. The objective does not identify direction for the project. The indicator(s) are not clear or measurable. The activities are not aligned to the goal.
	0 No response	

Part VI – COORDINATION AND COLLABORATION INFORMATION – (see Grant Announcement Document pages 14-15)

<ul style="list-style-type: none"> • Agencies are identified 	4 Advanced:	Program has all collaborating agencies identified. Information is complete and signatures are provided.
	3 Proficient:	Program has majority of collaborating agencies identified. Information is complete and signatures are provided.
	2 Partially Proficient:	Program has some of the collaborating agencies identified. Information is partially complete and some signatures are provided.
	1 Non-Proficient:	Program has few or no collaborating agencies identified. Information is not complete and signatures are not provided.
	0 No response	
<ul style="list-style-type: none"> • Instructional site, intensity, and duration information 	4 Advanced:	Program meets or exceeds the recommended averages. Adult ed—48 hrs monthly; early childhood—80 hrs monthly; parenting ed—24 hrs monthly; PACT—20 hrs monthly. Chart is complete including component, location, monthly hours, summer hours, yearly totals, funding, and week days are identified.
	3 Proficient:	Program meets or exceeds the ND averages. Adult ed—36 hrs monthly; early childhood—60 hrs; parenting ed—18 hrs monthly; PACT—10 hrs. monthly. Chart is complete including program component, location, monthly hours, summer hours, yearly totals, funding source, and week days are identified.
	2 Partially Proficient:	Chart is complete including component, location, monthly hours, summer hours, yearly totals, funding and week days identified. Program meets or exceeds these hours: adult ed—18 hours monthly; early childhood—30 hours monthly; parenting ed—9 hours monthly; PACT—5 hours monthly.
	1 Non-Proficient:	Chart is incomplete. Program offers these hours or fewer. Adult ed—18 or less; early childhood—30 or less; parenting ed—9 or less; PACT—5 or less.
	0 No response	

Part VI – COORDINATION AND COLLABORATION INFORMATION (continued) – (see Grant Announcement Document pages 14-15)

<ul style="list-style-type: none"> • New range of service developed 	4 Advanced:	The program utilizes <u>all</u> existing programs in the community (Head Start, adult ed, Adult Learning Center/ALC, etc.) for at least 3 of the 4 components to their fullest potential.
	3 Proficient:	Program utilized <u>most</u> existing programs in the community (Head Start, adult ed, ALC, etc.) for at least 2 of the 4 components to the extent feasible.
	2 Partially Proficient:	Program utilizes some existing programs in the community (Head Start, adult ed, ALC, etc.) for at least 1 of the 4 components administered through Even Start program.
	1 Non-Proficient:	Program utilizes few or no existing programs in the community (Head Start, ALC, adult ed, etc.) for at least 1 or fewer of the 4 components administered through Even Start program.
	0 No response	
<ul style="list-style-type: none"> • Smooth, successful transitions 	4 Advanced:	Program describes a plan to collaborate with other service providers providing an uninterrupted, smooth transition between programs and providers.
	3 Proficient:	Program describes collaboration with other service providers to provide an uninterrupted, smooth transition between programs and providers. No plan is in place.
	2 Partially Proficient:	Program briefly mentions the collaboration with other service providers but transition process is not smooth.
	1 Non-Proficient:	Program describes little or no collaboration with other service provider providing a very interrupted transition process.
	0 No response	

Part VII – PROMISE AS A MODEL – (see Grant Announcement Document page 15)

<ul style="list-style-type: none"> • Research that supports project design 	4 Advanced:	A description of the early childhood, adult, and parenting education component is provided and is supported greatly by research. Research sources are included and referenced.
	3 Proficient:	A description of the early childhood, adult, and parenting education component is given. Research that supports the design of these components is cited.
	2 Partially Proficient:	A description of the early childhood, adult, and parenting education component is briefly given. Research supporting these components is mentioned.
	1 Non-Proficient:	A brief or no description of the childhood, adult, and parenting education component is given. No research is cited.
	0 No response	
<ul style="list-style-type: none"> • Serve as a model 	4 Advanced:	Program describes, in detail, its plans to serve as a model upon project success.
	3 Proficient:	Program briefly describes its plans to serve as a model upon project success.
	2 Partially Proficient:	Program minimally describes its plans to serve as a model even upon project success.
	1 Non-Proficient:	Program will not serve as a model even if project is successful.
	0 No response	

Part VII – PROMISE AS A MODEL (continued) – (see Grant Announcement Document page 15)

<ul style="list-style-type: none"> • Replicable services 	4 Advanced:	Program provides a detailed description of how it can serve as a model and make services available for others to replicate their services.
	3 Proficient:	Program provides some description of how it can serve as a model and make services available for others to replicate their services.
	2 Partially Proficient:	Program offers to serve as a model and make services available for others to replicate their services on a minimal basis.
	1 Non-Proficient:	Program does not offer to serve as a model or make services available for others to replicate.
	0 No response	

Part VIII – LOCAL PROGRAM EVALUATION PLAN – (see Grant Announcement Document page 15-16)

<ul style="list-style-type: none"> • Evaluation process 	4 Advanced:	The evaluation process is described, in detail, including <u>all</u> of the following: what services are expected, when/how data will be collected, when/how reports will be handled, and when/how recommendations will be given.
	3 Proficient:	The evaluation process is described with some detail including <u>some</u> of the following: what services are expected, when/how data will be collected, when/how reports will be handled, and when/how recommendations will be given.
	2 Partially Proficient:	The evaluation process is described with little detail including a <u>few</u> of the following: what services are expected, when/how data will be collected, when/how reports will be handled, and when/how recommendations will be given.
	1 Non-Proficient:	The evaluation process is minimally described including <u>none</u> of the following: what services are expected, and when/how data will be collected, when/how reports will be handled, when/how recommendations will be given.
	0 No response	
<ul style="list-style-type: none"> • Progress toward objectives 	4 Advanced:	A thorough description of how the evaluation is going to be used is given. Strategies to increase program success are identified.
	3 Proficient:	A description of how the evaluation is going to be used is given. Some strategies to increase success are mentioned.
	2 Partially Proficient:	A minimal description of how the evaluation is going to be used is given. Some strategies to increase success are mentioned.
	1 Non-Proficient:	A brief to no description is given on how the evaluation is going to be used. No strategies to increase success are given.
	0 No response	
<ul style="list-style-type: none"> • Used for improvement 	4 Advanced:	A thorough description of <u>how</u> the evaluation is going to be used is given. Strategies to increase program success are identified.
	3 Proficient:	A description of how the evaluation is going to be used is given. Some strategies to increase success are mentioned.
	2 Partially Proficient:	A minimal description of how the evaluation is going to be used is given. Some strategies to increase success are mentioned.
	1 Non-Proficient:	A brief to no description is given on how the evaluation is going to be used. No strategies to increase success are given.
	0 No response	

Part VIII – LOCAL PROGRAM EVALUATION PLAN (continued) – (see Grant Announcement Document page 15-16)

<ul style="list-style-type: none"> • Evaluator information 	4 Advanced:	Evaluation information is complete. No areas are left blank.
	3 Proficient:	Evaluation information is almost complete. Only one area is left blank.
	2 Partially Proficient:	Evaluation information is not complete. Many areas are left blank.
	1 Non-Proficient:	Evaluation is not identified.
	0 No response	

Part IX – ADDITIONAL FUNDING – (see Grant Announcement Document page 16)

<ul style="list-style-type: none"> • Additional funding components 	4 Advanced:	Program meets or exceeds 2 of the identified funding components: 1) in operation for at least four years and proven successful; 2) met and exceeded ND performance indicators; 3) component added to Even Start program.
	3 Proficient:	Program meets or exceeds at least 1 of the identified components: 1) in operation for at least four years and proven successful; 2) met and exceeded ND performance indicators; 3) component added to Even Start program.
	2 Partially Proficient:	Program meets at least 1 of the identified components but does not provide evidence of support.
	1 Non-Proficient:	Program meets none of the funding components.
	0 No response	
<ul style="list-style-type: none"> • Funding request 	4 Advanced:	A very detailed and through description is provided supporting <u>all</u> funding components as identified. Data is also cited for each component.
	3 Proficient:	A detailed description is provided supporting all funding components as identified. Some data is also provided for each component.
	2 Partially Proficient:	A description is provided supporting all funding components as identified. Data is provided for some components.
	1 Non-Proficient:	A brief description is provided for some of the funding components as identified. Data is not provided as evidence.
	0 No response	

Part X – BUDGET PLAN – (see Grant Announcement Document page 17-19)

<ul style="list-style-type: none"> • Budget worksheet 	4 Advanced:	Program has accurately completed the entire budget worksheet. An explanation outlining in-kind funds is provided. Program has a plan to continue funding if federal sources were to cease.
	3 Proficient:	Program has completed the entire budget worksheet with minimal error. An explanation outlining in-kind funds is provided. Program has plan to continue funding if federal sources were to cease.
	2 Partially Proficient:	An attempt has been made to complete the budget worksheet. A very brief explanation of in-kind funds is provided. If federal funding were to cease, program will cease.
	1 Non-Proficient:	The budget worksheet has not been completed or attempted to be completed. Little to no explanation of in-kind funds is provided. If federal funding were to cease, program will cease.
	0 No response	

Part X – BUDGET PLAN (continued) – (see Grant Announcement Document page 17-19)

<ul style="list-style-type: none"> • Budget summary form 	<p>4 Advanced: 3 Proficient: 2 Partially Proficient: 1 Non-Proficient: 0 No response</p>	<p>Budget summary form is completed accurately including federal funds, in-kind funds, additional funds (if they applied for), other, and totals.</p> <p>Budget summary form is completed accurately including federal funds, in-kind funds, and additional funds (if they applied for them).</p> <p>Budget summary form is completed with minimal error including federal funds, in-kind funds, and additional funds (if they applied for them).</p> <p>Budget summary form is incomplete and has significant errors.</p>
<ul style="list-style-type: none"> • Budget narrative 	<p>4 Advanced: 3 Proficient: 2 Partially Proficient: 1 Non-Proficient: 0 No response</p>	<p>Budget narrative is very detailed describing each budgetary area in which funds are being spent in each area (federal, local/in-kind, additional funding).</p> <p>Budget narrative provides a description for each of the budgetary items in which funds are being spent in each area (federal, local/in-kind, additional funding).</p> <p>Budget narrative is brief, addressing all budgetary items in most of the categories (federal, local/in-kind, additional funding).</p> <p>Budget narrative is incomplete or provides little to no description of budgetary items.</p>

Part XI – Statement of Assurances – (see Grant Announcement Document page 19)

Statement of Assurances must be signed and dated by the LEA and the Even Start Program Authorized Representative.